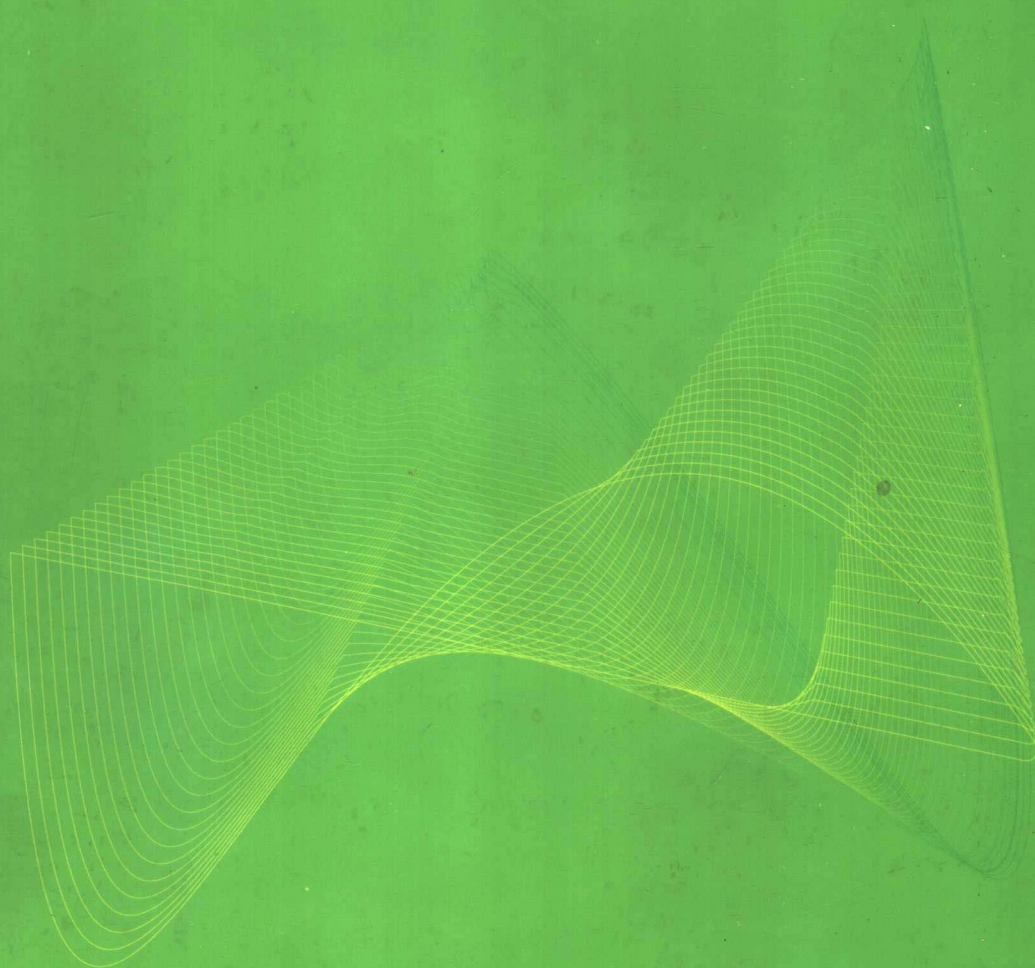


大学全英语教学专业英语学习指导与测试

*A Study Guide for Language Learning and
Assessment in International Programme*

孟繁锡 郅红 李岩 主编



气象出版社

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A Study Guide for Language Learning
and Assessment in International Programme

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前 言

引进利用国外教育资源,培养国际复合型人才是推进我国教育国际化的一种有效的发展途径。中国农业大学国际学院引进了国外的教育体制,引进英文原版教材,英文授课,使学生在大学期间所学的知识实用性强,同时学生的兴趣和爱好得到了充分发挥。

凡报考我院的考生,均需参加由中英联合组织的英语入学考试。在历年的英语考试中,我们发现考生缺乏必要的考试准备。考生除了具备英语基础知识外,还需要了解有关英语试题的类型及应试常识。为了使考生的水平在考试中得到完全的发挥,我们编写了中英联合教育《英语应试指南》。

这本书主要分三部分:一、介绍英国教育体制,使考生了解英国的教育体系,开阔学生对中外合作办学体制有关背景情况的了解,增强学生对专业课程学习的学习技能;二、如何准备入学考试,主要介绍试题结构及应试技巧;三、结合自己的具体情况,进行英语模拟练习,使自己在练习中找到差距,及时弥补。

这本指南是在我们历年考试总结的基础上编写而成的。书中把学生容易忽略的要点做了较详细的说明,并针对听力、阅读、写作结合实例进行了具体的分析。此书不仅适用于报考中英联合教育项目的考生,对高中生、在读大学生和准备参加某种英语考试的人员也有一定的参考价值,特别是对中英联合教育项目的学生和准备申请赴英学习的学生。

功夫不负有心人,只要考生认真总结自己的知识,巩固所学的词汇、表达法及基本语法,利用一定的时间完成书中模拟练习,就一定会取得好的成绩。祝考生考试成功。

由于时间较紧,在编写中还存在不完善之处,请大家批评指正。

英语学习是艰苦的,一旦突破英语语言这一关,道路将是无限光明的。

编者

2005年3月 北京

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第一章

Guide to success in academic study in Sino-UK joint educational programme in China

It is an exciting new opportunity for all the students to take part in the Sino-UK joint programme in higher education. International College at Beijing (ICB) is an international higher education institution set up by China Agricultural University. The joint programme between International College at Beijing and the University of Luton seeks to bring British education system to students in China. ICB adopts an integrated sequence of courses, textbooks, instructional strategies that are identical to those of parallel courses of the University of Luton.

The main purpose of this article is to greatly enhance your ability to understand the background information of UK education system and learn as well as adjust to college life. In the first part, the information of how UK education system works will help you learn the background information. In the second part, the detailed approaches and strategies will be introduced to you to improve your academic study skills.

Part I How UK Educational System Works?

The following table shows how the UK education system works:

Sector	Duration	Qualification
Primary School	6 years	Key Stage I, Key Stage II
Secondary School	4 ~ 5 years	Key Stage III, GCSE *
	1 ~ 2 years	A level * / AS level * / International Baccalaureate
Vocational Education	Few weeks to few months	NVQ *, GNVQ *,
Undergraduate	3 to 6 years	Bachelor Degree
	4 to 7 years	Bachelor Degree with Honours
Postgraduate	6 months to 1 year	Graduate certificate
	9 months to 1 year	Graduate Diploma
	1 to 2 years	Master Degree
	3 years	Doctoral Degree

Notes

GCSE * ——General Certificate of Secondary Education

A level * ——Advanced level

AS level * ——Advanced Subsidiary level

NVQ* —National Vocational Qualifications

GNVQ* —General National Vocational Qualifications

SCHOOLING IN UK

International students can attend British Schools at any age. In the UK, full time education is compulsory for children between the ages of 5 and 16. However, children can begin their schooling before they are 5 and stay beyond 16 years of age.

Schools in UK can be divided:

I. On the basis of qualifications as:

Primary education

Primary education provides basic instruction across a range of subjects. Pupils will normally sit two Key Stage tests as part of the National Curriculum at the age of seven (Key Stage I) and at the age of 11 (Key Stage II). International students normally enter primary education, usually as boarders, at the age of seven and go on to an independent school for their secondary education at the age of 12 or 13.

Qualifications possible: Key Stage I & II

Secondary education

Secondary education is for pupils aged between 11 and 16. General education continues across a range of subjects until pupils are aged 14. At this point, they continue with English, math and science, and choose four or five additional subjects to study for Certificate of Secondary Education (GCSE). These courses usually take two years and finish with examinations at the age of 15 or 16.

Depending on the grades in GCSE, pupils can go on to pursue post-16 qualifications such as Advanced (A) level, Advanced Subsidiary (AS) level, or International Baccalaureate. Students opting for A level, AS level, or International Baccalaureate stay in secondary school for two more years to achieve these qualifications (usually at the age of 18).

Qualifications possible: Key Stage III, GCSE, A level, AS level, International Baccalaureate

Vocational Education and Training (VET)

Vocational qualifications are taught in further education colleges, specialist colleges and in some higher education colleges. There are over 500 colleges across the UK offering vocational education and training. A wide range of qualifications is possible, which can be divided into:

a) Competency based qualifications: These qualifications impart you specific skills for a specific job. These courses usually last a few weeks and are usually designed to upgrade the skills you already have. Examples: National Vocational Qualifications (NVQ)

b) General Vocational qualifications: These courses are designed combining professional and practical learning. Usually the General National Vocational Qualifications (GNVQ) are recognized for admission to first year of a degree course.

c) Higher level qualifications: These courses are designed with maximum emphasis on imparting practical skills, with examinations kept to a minimum. Practical skills are usually imparted through case studies and role play. Usually these qualifications are recognized for admission to third year of a degree course.

Qualifications possible: NVQ, GNVQ

II. Proceed to earn a degree at Universities, Colleges, University colleges

Undergraduate and post-degree courses are considered as 'higher education qualifications'. These are the highest level of study in the UK. The various qualifications that can be obtained through are:

Bachelor Degree: Bachelor degree requires three or more years of full-time study. It involves formal lectures and seminar programmes, and the assessment is usually through examinations. Students who do not have minimal entry requirements usually undergo a foundation year.

Bachelor Degree with Honours: Bachelor degree with Honours can be achieved following out-standing results during a degree course or by doing one extra year of study.

Master Degree: Masters can be earned either by taught or research mode. Taught Masters can be completed in one year to 18 months of full-time study while Masters through Research takes 2 years of full-time work.

PhD: PhD can be achieved by three years of full time study. PhD is the highest award conferred by the university. It is a research degree and the candidates have to submit a thesis of their work. The final thesis should satisfy the length, depth, originality and significance as required. Minimum duration for this award is 3 years though relaxed time-frame is possible in some extraordinary cases.

Part II How to Broaden Your Academic Skills?

CRITICAL THINKING

In essence, critical thinking is a disciplined manner of thought that a person uses to

assess the validity of something (statements, news stories, arguments, research, etc.). Higher education goes beyond memorizing facts. The single most important goal of higher education is to help you learn to think more critically and creatively. This involves training yourself to go beyond common sense and personal opinion when you try to analyse a problem or to communicate ideas to others. Basing what you think and say on knowledge gained through careful reading and ordered study. It is important that you have the ability to judge the truth of supposed facts and to think logically from the facts.

To develop your critical thinking skills, you may ask yourself more open-ended questions-why, how, and what if? In addition to memorising facts and figures for a final examination, you will be challenged to apply what you have learned to the real world. Critical thinking involves skills that take effort to learn and practice. Although there is no easy formula, the process may be simplified if it is broken down into four general stages:

- Making abstractions out of details.
- Finding new possibilities.
- Organising new ideas and possibilities in a logical order.
- Precisely communicating your ideas to others.

SEARCHING INFORMATION

The growth of your critical thinking skills in college will depend a great deal on how much and how well your campus library and computer lab are. Meanwhile, you must use the appropriate references that you have read in assignments and exams.

Where is the information available?

- Journals
- Conference Proceedings
- Technical Reports
- Books
- Internet

The above are ranked in order of importance to your study programme.

Journals

- Quality journals contain original research published in the form of papers.
- Papers are peer reviewed by experts (referees) in the field.
- Only items that are worthy of publishing make it to the journal.
- Different journals have different impact factors.

You must get into the habit of looking at original material in journal papers!

Conference Proceedings

- Provide up to date information, but are reviewed by an editor, not referees.

Technical reports

- Important source of information or statistics
- Government or EU etc sponsored reports are especially useful

Books

- Textbooks provide an overview, more specialised publications can be very useful

Internet

- Please treat with caution. Internet references should only be used when one of the above are available!

ACCESS AND IMPROVE YOUR STUDY HABITS

Find out about your own learning style. This will help you learn how to take better notes in class, read more efficiently and do better on tests.

Learning in the classroom

To succeed in college, you should know what lecturing entails and how to deal with it. It means not merely attending classes but making the most of time you spend in your classes, there are things you can do to make it more efficient. An organised approach to the lecture includes three phases: before, during, and after the lecture.

Before the lecture: reading and warming up

1. Do the assigned reading
2. Warm up for class

During the lecture: taking the right kind of notes

1. Identify the main ideas.
2. Leave space for a recall column.

After the lecture: filling in the recall column, reciting, and reviewing

1. Write the main ideas in the recall column.
2. Use the recall column to recite your notes.
3. Review the previous day's notes before the next class session.

Successful speaking

If you are assigned a speaking task in class, how should you proceed? Successful

speaking involves six fundamental steps:

Step 1: Clarifying your objective

Step 2: Analysing your audience

Step 3: Collecting and organizing your information

Step 4: Choosing your visual aids

Step 5: Preparing your notes

Step 6: Practicing your delivery

Improving your writing

Write every day- the more you write, the better you will write. Many assignments will require you to write report or essay of your findings. The main thing to remember is to be clear and logical in your delivery of information.

Report format

This clearly depends upon what you are required to produce and the following is a general report format.

- Begin with the aims (what you hope to do) and the objectives (how you plan to achieve your aims) of your report
- Fill in the background with a literature review of the current situation. Incorporate your comprehension and critical analysis of what ever area you are required to document in this section
- Ensure that you describe the methodology fully. Include dates, quantitative information etc. Could someone else repeat the study with the information you have provided? If not, you need to fill in some gaps.
- For the results section, include only summarised and data and full data analysis (if required). Do not include raw data -this goes into the appendices if required.
- Discuss your findings fully in relation to other published work. Emphasise what you have learned or contributed to the knowledge base. Include a brief summary of your conclusions.

Essay format

In essence, writing the essay is based on building effective arguments.

This involves the following:

- Defining concepts being used
- Setting firm foundations on which to base your reasoning
- Using logical reasoning to build up a case
- Elaborating your arguments in different ways

- Using appropriate examples
- Presenting appropriate evidence
- Considering every angle
- Acknowledging the challenges and overcoming them in advance

Doing examinations

There are two basic types of tests: the essay and the objective. The objective test may take a number of forms such as multiple-choice, true-false, matching, or identification. Each type is quite different in terms of preparation. As it is known that all the Chinese students are quite familiar with the type of objective test. So in this section, the essay exam strategies will be generally interpreted.

The Essay Exam

An essay exam requires focused, detailed study on selected topics that you think are likely to appear on the exam. As you prepare for an essay exam, concentrate mainly on key ideas, the evidence supporting these ideas, and their relationship to other key ideas. Essay exam questions generally focus on broad questions rather than on details. The grade is generally based in part on how well organised your answer is.

Essay Exam Strategies

a. Budget Your Time

- Remember to bear in mind the number of marks for each question when you do this.
- Allow ten or fifteen minutes for checking at the end.
- Take off the time you have spent reading through.
- Decide how much time per question. Write down the **TIME** that you must finish each one by.

b. Write Focused, Organised Answer

A simple seven-point critical thinking strategy will help you stay focused and organised:

1. Once you have got the exam paper, read the entire question carefully and underline key-words. Make sure you understand exactly what the question wants you to do, rather than what you'd like it to ask you to do. Spend 5 minutes doing this.
2. Brainstorm.
3. Use the underlined words in the question and in your written brainstorming to contrast a brief outline.
4. Begin your answer by rewriting the question or problem.

5. Write the rest of the answer according to your outline.
6. Make sure each answer begins with an introduction and ends with a conclusion.
7. Check before you finally finish. Be careful with spelling, grammar and handwriting.

Throughout, we share with you our experience to help you gain the insights, skills, and strategies you will need to make a success of your college years in ICB.

第二章

如何准备国际学院英语入学考试

一、国际学院英语入学考试简介

国际学院英语入学考试是专门为报考国际学院中外合作专业、且母语不是英语的考生设立的语言水平测试,是国际学院衡量考生真实英语水平和能力以及录取和分级的主要标准。

(一) 考试结构

国际学院英语入学考试,以下简称考试,考核考生的英语听力、阅读、写作能力。考试内容含听力、阅读及写作三部分,共计 100 分。试卷结构如下:

1. 听力(约 20 分钟 20 分)

Listening Comprehension (approx 20 minutes, 20 scores)

包含 20 道题,测试考生对英语对话、短文等理解能力。对话部分是日常生活中的一般对话,可分为校园、公共场所、家庭等方面,如:shopping, finding the way, doing homework, seeing a doctor, making a phone call 等;短文听力材料是题材熟悉,情节不难的故事,叙述,讲话等,如有关体育运动的介绍,地区及大学情况介绍等。题型全部为选择题。该部分包含两个小节:

Section One: 10 个对话,对应 10 个问题(录音只播放一遍)。

Section Two: 两篇小短文,对应 10 个问题(录音只播放一遍)。

2. 阅读部分(60 分钟,共 65 分)

Reading Comprehension (50 minutes 65 scores)

包含 60 道题,综合测试考生的语法、词汇、阅读理解和完形填空,题型全部为选择题。该部分包含三个小节。

第一小节(Section One): 阅读理解、20 题

第二小节(Section two): 语法结构及词汇、30 题

第三小节(Section Three): 完形填空、10 题

3. 写作(30 分钟,15 分)

Written Composition (30 分钟,15 scores)

考查考生综合运用书面语言各要素,有效地组织并表达个人思想和观点的能力。除了应该对英语语言有准确熟练应用的能力外,考生还应具备适当的独立思考和清晰表达个人观点的能力。字数应在 150 ~ 200 字。

(二) 应试通则

1. 各部分考试独立进行,每部分有时间限制。请考生根据时间以及试题的数量与难

度掌握答题速度。

2. 仔细阅读每部分考题前的规则,按要求答题。
3. 听力和阅读部分的考试要求考生一律在考场上发放的答题卡上作答。在填涂答案时,请考生一定注意核对题号,不要串行,以避免浪费时间和引起不必要的慌乱。
4. 通常情况下,考试安排为上午进行听力、阅读和写作的考试。

(三) 语言能力和应试技能

语言学习是一个需要稳扎稳打、循序渐进的艰苦过程,不可能通过短期的突击培训和学习达到明显提高。因此,要在考试中取得好成绩,必须依赖于平时的刻苦学习和积累。没有坚实的基础,而只想通过短短几天内的训练就达到优良的成绩,是不切实际的。但是,应方试培训有它的积极作用,那就是让考生熟悉题型,缩小复习范围,了解自模拟练习,熟悉考试的步骤和速度,减缓考试的压力。

此外,考试前充分的休息和调整对考生取得好成绩是大有益处的。希望同学们在复习时能够劳逸结合,提高效率,以充沛的精力参加考试!

二、听力的应试技巧及考查点的复习

(一) 听力能力概述

听力能力的提高取决于以下四个方面的内容①听者的基本听力技能(指听音,辨音,听音会意,对连读,不完全爆破等反应的自动性,以及形成语感和英语思维习惯等)②语言基本功(词汇量,词法,句法等)和知识面③良好的听音习惯,要多听多练④掌握应试的方法和技巧,除了第四点外,其他几点都需要一定时间的语言积累才能提高。因此考前要想提高听力成绩,除了至少要做十套听力模拟题外,应试技巧的掌握也是非常必要的。

(二) 介绍五种听力应试技巧

(1) 预测:即听音前将书面选择项浏览一遍,应充分利用每部分录音播放 Directions 的时间,迅速浏览该部分各题,并迅速做出合理的猜测,通过比较选项间的共同点和不同点,可以缩小要听的内容的范围而且还可以对对话题型(地点型,职业型,关系型,时间数字计算型,价格数字计算型,因果型,动作型,辨别型和反应性)以及短文的内容(小故事,人物传记,叙述和讲课等)有一个大概的了解,就能做到心中有数,从而有的放矢,满怀信心地去听好录音原文。

(2) 单句的听音技巧

从语法的角度看,考生一定要掌握各种时态,状语从句、定语从句、比较级、否定句和虚拟语气。时态中要注意两点。一是两个动作的先后顺序。如 As soon as he got there, he found he had forgotten to bring his purse with him. 这里要注意 find 和 forget 两个动词的顺序,forget 发生在 find 之前,所以必须用过去完成时。二是要注意完成时的用法,特别是与之相搭配的时间状语。状语从句是常考的语法,考生要熟记

因果关系、让步从句、时间从句、转折句等的连词,如 because, as, for, although (though), when, before, after。比较级中要注意原级,比较级和最高级的句型,听懂并理清各比较对象之间的关系,辨别干扰信息。最好采取边听边记的方法,将主要的和有用的信息记录下来,并与选项相对照,以便正确选择。在否定句中,不要漏掉关键的否定标志,如 hardly, scarcely, too...to 等。要熟记否定句型。虚拟语气表示对现实的一种虚拟,它看似陈述句,但实际上表明了相反的意思。考生要了解非真实条件句的三种语法规则,如表示与过去情况相反的虚拟语气,其句型为:if + had done, ...should/would/could/might + have done;表示与现在情况相反的虚拟,其句型为 if + 一般过去时, ...would/could/might + 动词原形;表示对将来的虚拟,其句型为:if + 一般过去时, ...should + 原形。另外,还要注意其它如 wish, It is (about, high) time that..., as if 等句型。

从词汇角度看,要把握每个句子的动词或动词词组,注意动作的发出者和执行者。同时,也要留心其它词和短语,如 too...to, instead of, except, beyond 等。数字是个特殊的词,不仅要做到听懂,并且准确而迅速地反映过来,也要熟练地应用数字进行加减乘等运算。

(3) 利用语调和语气迅速做出判断:在听力考试中,有时说话人表达思想的方式比较含蓄,例如当第一个人提出一个问题后,第二个人不作直接回答,这就要求考生利用说话者的语调,语气和逻辑推理的思维过程来判断对话的内在含义,领会说话人的真正意图。

(4) 排除干扰因素:即使考生准备的很充分,在考试中也有个别听不懂的生词。遇到这样的情况要及时调节自己的心态,继续听下面的内容。如果这个生词重要的话,说话者会从另外一个角度重新解释这个生词。此外,听力是考查考生对语义的理解,虽然个别词听不懂,但不影响你对这句话的理解。

(5) 了解对话及短文题型特点:对话题型的特点是内容少,就一,两句话。要求考生针对问题和对话内容做出正确的判断,推理及释义(即相同的意思用不同的方式表达)的多,因此方法是听完内容再做选择;短文的特点是内容相对多一点,既要求考生针对问题和对话内容做出正确的判断,推理和释义,也要求考生对直接信息例如时间,地点和人名快速地进行选择。因此方法可以采取一边听一边选,但同时要注意还需理解听的内容。短文有上下文,有时可利用上下文信息加强理解,从猜测的角度来说,由于选项多为完整的句子,可寻的线索往往较多,很多问题可在听之前就确定答案。

(三) 典型题分析

Example 1

Statement: I know him well because he is my neighbor.

Choices: A. I know all my neighbors.

B. I am familiar with the man because he is one of my neighbors.